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ABSTRACT

This resource guide and annotated bibliography is designed to assist educators interested in exploring whether or not role stereotyping exists in their local school systems, and to provide them with resources to reduce this stereotyping. Some of the problems of stereotyping in schools are reviewed. The books, articles and assessment instruments cited have been included because they either address directly the various issues raised by role stereotyping and provide further references on the issue, or because they can aid in assessing textbooks, curriculum practices and administrative practices. In order to help the educator to investigate many facets of stereotyping in the education process, the annotations are separated into general categories: those dealing with minority role stereotyping and those dealing with sex role stereotyping. Within each category, the citations are alphabetized by author and each is numbered. Each annotation is also cross referenced as to its topic and/or purpose. The final section of the bibliography is a collection of selected references of works available through the ERIC system. (Author/EB)

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A GUIDE TO ASSESSING MINORITY AND SEX ROLE STEREOTYPING IN ELEMENTARY AND SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

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INTRODUCTION

> I am for education and educating my own children, but the Mexicans, like some whites, get some education and then they can't labor. They think it is a disgrace to work. The illiterates make the best farm labor...[1]

> Just so surely as Booker T. Washington is right in saying that Tuskegee and similar institutions are the ultimate solution of the Negro problem so surely is the same kind of education the necessary basis upon which to build a thorough and complex solution of the Mexican problem. Like the Negro, the Mexicans are a child-race without the generations of civilization and culture back of them which support the people of the United States.[2]

> ...such wistful delusions of municipal grandeur are not typical of the Milwaukeean. Except for an occasional politician or public relations man, he is not a hometown booster. He regards his city with a wry affection that is unmixed with any illusion about its glamour, the way a husband looks on a wife who'll never be asked to pose for Playboy but who's a darn good cook.[3]

> For the millionth time she was glad she wasn't a boy. It was all right for girls to be scared or silly or even ask dumb questions. Everybody just laughed and thought it was funny. But if anybody caught Joe asking a dumb question or even thought he was the littlest bit scared, he went red and purple and white. Daddy was even something like that, old as he was.[4]

Each of these quotations employ the mechanism of role stereotyping to make a certain point. The first two quotations discuss two minority groups. The first of these quotations makes the assumption that Mexicans are destined to be farm workers, that education, designed to open up career roles for individuals, is bad for Mexicans, because it may allow them to choose alternative roles. The second of these quotations makes one assumption that "Negros" and Mexicans are a child-race and then builds on that, further assuming, that these "child-races" do not have a long cultural tradition.

The second two quotations address the roles of women, the first presenting an either-or proposition whereby either the wife is a sex object or, failing that, is at least a good cook. The second quotation

illustrates several role expectations commonly found in contemporary elementary school textbooks in which the girl is relegated to the role of "intellectual buffoon," asking dumb questions because it is expected of her, while the boy could not possibly play that role.

What these quotations have in common is they all lump behaviors, expectations, and perceptions upon a group of people whether a racial or gender group, as if these behaviors, expectations, and perceptions were characteristic of this group specifically and that each member of these groups will conform to these behaviors, etc. by virtue of membership in that group. Role stereotypes such as these could be harmful to individual members of these groups both because of the content of the stereotypes (i.e., minorities as children, girls as buffoons) and because of the possible loss of personal freedom due to expectations based primarily upon these role stereotypes rather than individual characteristics.

This bibliography is designed to introduce educators to minority and sex role stereotyping as it is found in the elementary and secondary schools, and to provide a list of resources in the form of an annotated bibliography to assist in combatting these stereotypes. The articles represent resource documents covering a wide range of topical considerations which teachers will undoubtedly confront when addressing the problems of role stereotyping in the schools. Each article is cross-referenced topically to facilitate easy access to each article's contents and to provide the teacher with a mechanism for building resource bases according to the needs of each particular teacher. Minority role stereotyping and sex role stereotyping are preconceived expectations of behavior or performance based solely on a person's race or sex. Role stereotyping in the elementary and secondary schools can be found in such practices as tracking minority students into technical training programs and women into paraprofessional programs regardless of individual abilities. Role stereotypes are perpetuated in the curriculum and in the curricular materials through the portraying of minorities or one sex or the other in rigid social roles. These rigid roles may or may not be consistent with the "real" world. Furthermore, these rigid roles may conflict with the personal wishes or developmental needs of an individual child.

Consequently, minority and sex role stereotyping constitute subtle forms of racism and sexism. "Racism" is defined by the U.S. Commission on Civil Rights[5] as any attitude, action or institutional structure which subordinates a person or group because of his or her color. "Sexism" has been defined as "the accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex

is superior in some respects. In the context of educational institutions, the term refers to the accumulation of structures, policies, practices, and activities that overtly or covertly mandate or pattern the development of females and males and prepare them only for traditional sex roles."[6]

Both minority and sex role stereotyping produce the same effect as racism and sexism. That is, both minority and sex role stereotyping subject a person, depending on race and/or sex, to narrow preconceived categories of behavior, academic achievement, employment outlook, etc., regardless of an individual's academic background, personal motivation, personal ability or employment aspirations.

The Subtleness of Role Stereotypes

Minority and sex role stereotypes are difficult to confront because they are often subtle. This subtleness is due to the very characteristics found in role stereotypes.[7]

First of all, role stereotypes are "true" to some extent, and "false" to some extent. They are "true" because they are ultimately based on some measurable trait which sets off one role, sex or group from another. What is "false" about stereotypes is they are based on generalizations which impose uniformity upon an individual or group. For example, it is "true" that most people found in the role of school administrator are men. It would be "false" to conclude, however, that since most school administrators are men, school administrators should be men because women cannot cope with the pressure associated with this role or produce the results desired. Or, it is "true" that there are proportionately more Black students who drop out of school than "white" students. But it would be "false" to conclude, therefore, that all Black students are uneducable. In each of these examples, a wide range of variables rather than merely the inability to cope with isolated aspects of each setting would explain these statistics more accurately.

Second, role stereotypes are not always undesirable or harmful since role stereotypes assist in the cognitive processing of sensory information by grouping information into easily referenced ranges or categories. For example, when someone mentions the roles of teacher, school administrator, librarian, student, janitor, principal, etc., a set of images comes to mind for each of these roles. These images are related to each role because that role has a more or less consistent set of expectations associated with it. A janitor will be

expected to perform duties associated with the maintenance of the physical plant. Teachers will be expected to perform duties associated with educating children. Principals are expected to concern themselves with program planning, budgeting, and personnel matters. These expectations of roles allow social institutions to function smoothly fulfilling their purposes, such as education. In this way role stereotyping is an efficient mechanism for assisting an individual in interacting with countless other persons. But role stereotyping can turn into a negative mechanism when expectations associated with a role become rigid and are based on obsolete or inaccurate criteria. In the case of minority and sex role stereotyping, these rigid expectations become expressions of racism and sexism.

Third, most role stereotypes consist of two components: (a) preconceptions, based on information gleaned from folklore, mass media, literature, religion or similar sources of information other than personal contacts with particular individuals or groups; (b) misconceptions, which are attempts to explain or understand in an individual's or group's own terms what occurs in instances of interaction between persons of different sexes or interaction between different groups.

Fourth, role stereotypes are difficult to refute because they are unconscious. Since role stereotypes are to some extent "true," they tend to become habitual responses to any given situation or group. These habitual responses sensitize us to typical sexual and minority characteristics such as peculiar gestures and habits, facial expressions, hair styles and color, unique manners and dress, intellectual traits, etc., and prevent us from noticing an Aryan who is dark skinned; a white eating watermelon; a woman who is a skilled surgeon; a Black who cannot sing or dance; a poor Jew; or an intellectual Pole.[8]

The Perpetuation of Rigid Minority and Sex Role Stereotypes

Even when there may be no minority students attending classes at a school or living within a district, and there may be no stated rules prohibiting participation in classroom activities according to a student's sex, role stereotyping can be a problem in a classroom, building or district because stereotypes are so pervasive in curricular materials.

For example, James Banks, in an analysis of 36 American history textbooks used in grades 4 through 8, found that most of these textbooks had incorporated racial material by extolling the virtues of selected Black heroes while ignoring the plight of the masses of Black people. Banks sees this relegation into a socially palatable role of "hero" as obscuring the full significance of the Black experience in this country.[9] By emphasizing the hero role, a role that a child from any race or sex can identify with, there is little or no room, or possibly no need, to introduce students to other aspects of race such as the social and historical factors which have kept the Black people at the lower rung of the social ladder.

The Council on Interracial Books for Children noticed this tendency to "homogenize" differences among minorities as well. In an analysis of over 100 randomly selected pieces of career education material, they found that in visual depictions of Blacks, most have "straight" hairdos rather than the more popular "afro." This presents the reader with a visual image of what the Council calls a "proper Negro." In addition, where members of any minority are depicted in leadership roles, they appear to have been subjected to what the Council calls a "cultural 'white'-washing." This "whitewashing" includes characterizing the minority persons in dress patterns, hairdos, mannerisms, and speech patterns consistent with those typical of white society rather than the minority group.[10]

It appears that the objective for doing this is to portray minority members as participating in roles which are easily "consumed" by the dominant white culture. This is accomplished by presenting minority members in special roles (i.e., as "heroes") or by depicting them in familiar roles (i.e., leadership roles). They are presented through the process of "homogenization" as if the only differences are external and superficial ones such as skin color, hair texture, and superior athletic abilities.

In addition to this, the Council discovered Blacks were portrayed in yet another way. The Council found that a Black who was not portrayed in an homogenized way inevitably appeared with a disarming grin on his/her face. One example cited was a Black female judge in a municipal court who went about the serious business of administering justice with a big grin on her face. The Council believes this imagery is reminiscent of the "laughing darkie" stereotype in the literature of the early 1900's.[11]

A report by the Baltimore Feminist Project came to much the same conclusions in another analysis of roles assigned to minority members in textbooks. This group looked at five series of readers widely used in Baltimore City elementary schools. They reported that all the textbook series under consideration tended to:

- Underrepresent Blacks and other racial minorities.

- Show Blacks participating in predominantly white groups rather than either functioning in an ethnic setting or having whites participating in a predominantly Black group.

- Fail to deal honestly with the socio-economic oppression of Blacks and other minorities.

- Show Blacks and other minority groups more frequently in historical or in fantasy settings rather than in realistic contemporary settings.

- Show far fewer Black females than Black males.

- Show minority children having to be "super" children to be "accepted."[12]

The sex role stereotypes in textbooks appear as rigid and narrow as minority role stereotypes. Women on Words and Images, in a survey of 134 books in use in New Jersey schools, found that male biographies outnumbered female biographies 6 to 1. Women were portrayed in 25 different occupations while men were portrayed in 147. Furthermore, the men were found in a much wider range of occupations while the women were mostly found in traditionally feminine occupations. These included teachers, nurses, telephone operators, and secretaries.[13]

Buford Steffine, in an analysis of elementary school reading textbooks in 1969, found that women were depicted as comprising only 7 percent of the labor force while they actually represented 37 percent of the force at that time.[14] A fairly recent update of the statistics on working women by the U.S. Department of Labor includes some interesting facts. In 1972, for instance, 43.9 percent of all American women worked. Of these women 42.9 percent had children under 18 years of age. In addition, of all the children under age 18 who had working mothers, 5.6 million were under the age of 6 years. Probably the most serious statistic on working women is the one that indicates that nearly two-thirds of all working women are either

single, divorced, separated or have husbands who earn less than $7,000 per year.[15] Consequently, women work for the same reason as men, primarily to support themselves and their families. These statistics paint a different picture of the world of the working woman than those presented in textbooks used by our children in elementary and secondary schools.

Inaccurate stereotypes about working women are not the only types of rigid, obsolete stereotypes found in these textbooks. Women on Words and Images also noted that in addition to female occupations being narrowly sex-typed, many of the roles portrayed were demeaning (i.e., fat ladies in a circus) and unrealistic for most girls (i.e., queens, witches, acrobats).[16] And in stories where the main character exhibited a measure of cleverness, problem-solving ability, bravery, acquisition of skills or adventuresomeness, males were the main characters four times as often as females.[17]

Math books also portrayed this consistent set of characteristics by sex. Marsha Federbush found that girls were associated with homemaking activities while boys were constantly active with boating, sailing, mountain climbing, traveling to the moon and the like. Also, the boy scientist or mathematician was continually solving for his girl counterpart simple problems, illustrating the point that women may be waitresses, housemaids, nurses, and stewardesses and not much more.[18]

The Baltimore City Feminists who above analyzed the minority role stereotypes in five textbooks widely used in the elementary grades also analyzed those role stereotypes presented for females. These found that these texts:

- Show adult women primarily as mothers, functioning indoors.
- Ignore women as workers outside the home.
- Show adult women in stereotyped roles - mother, witch, little old lady.
- Show women as deriving their sense of worth from being self-sacrificing and family-identified rather than being full individuals in their own right.
- Show women in typical domestic roles - washing dishes, buying groceries, doing the laundry, baking a cake, and usually wearing an apron.

- Show girls in passive or failure situations, generally in indoor settings.

- Show girls as lacking bravery, skill, and initiative.

- Show girls preparing for their future domestic roles - babysitting, shopping for mommy, learning to cook, worrying about clothing.

- Show girls in isolation - alone or with one other girl - rather than in groups.

- Underrepresent girls as central characters.[19]

An identical analysis by this Baltimore City group of role stereotypes for males found that these same texts:

- Focus on the achievements of white males.

- Show males as resourceful, adventurous, successful individuals.

- Present men as models for such classifications as "the ideal American," and in most factual articles feature male achievements.

- Show men in positions of power or authority, i.e., doctors, scientists, astronauts, writers, breadwinners - usually carrying briefcases.

- Show boys solving problems, acquiring information, achieving manhood, excelling in sports, working out conflicts, exhibiting courage and resourcefulness.

- Show boys relating to other boys in teams, games, athletic events or clubhouses, and excluding girls from their activities.[20]

What Can Be Done About Role Stereotypes?

The main thesis of this introduction to the annotated bibliography has been that minority and sex role stereotypes are subtle forms of racism and sexism prevalent in the practices and curricular materials of elementary and secondary schools; and, these role stereotypes are difficult to contend with since they are subtle in nature and do contain some truths about the world they categorize.

But this annotated bibliography is also designed to combat these stereotypes and the reasons for doing this are twofold. First, discrimination based on race and sex are expressly forbidden by two Federal laws. Title VI of the Civil Rights Act of 1964 (P.L. 88-352) states that "no person in the United States shall, on the grounds of race, color, or national origin, be excluded in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 (P.L. 92-318) states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

Second, minority and sex role stereotyping in the elementary and secondary school levels are inconsistent with the basic tenets of education. Education should provide students with the skills and self understanding necessary to fulfill their human potential. One of the basic tenets then of education is equal educational opportunities.

The annotated bibliography is designed to assist interested educators in exploring whether or not role stereotyping exists in their local school systems and to provide them with resources to reduce this role stereotyping. The books, articles, and assessment instruments included for annotation were selected because they either address directly: (1) the various issues raised by role stereotyping and list resources for further reference; or, (2) they provide instruments for use in classroom, building, and district settings that can be used to assess textbooks, curriculum practices and administrative practices.

The annotations are separated into two general categories: those dealing with minority role stereotyping (Appendix B); and those dealing with sex role stereotyping (Appendix C). Each category is alphabetized by author and each annotation is numbered for quick reference. In addition to being numbered, each annotation has a series of letters associated with it. These letters are a code representing the topics and/or general use of each annotation. The codes are found in Appendix A.

This arrangement presents the educator with a "do-it-yourself" resource guide to investigate many facets of role stereotyping in the education process. General topics as well as specific topics can be researched. For example, if an educator wants to assess role stereotyping in his or her local school curriculum, reference with codes C, G, H, I, J, and K would all be good starting points. From there,

references dealing with more specific topics such as minority role stereotyping in the curriculum could be obtained by using these six letter codes. Also, if an educator is interested in looking into possible role stereotyping of women by guidance and counseling practices at the secondary level, Appendix C entries would be searched for references with such codes as C, G, K, T, U, c, t, cc, gg, and hh for possible inclusion. Some articles will be more useful than others depending on the particular research needs of the educator. Further lines of research will be provided within the references chosen. Essentially, therefore, this annotated bibliography is intended to be a guide to the topics, not an exhaustive collection of the available literature.

The final section of this bibliography is a collection of selected references available from the ERIC and CIJE systems. Both searches through these computerized reference systems were done at the Wisconsin Department of Public Instruction with the assistance of Wisconsin Information Retrieval Exchange(WIRE). At the end of each ERIC reference there is an ED number. This is the microfiche reference code. DPI's professional library has a complete collection of the ERIC files with its over 250,000 microfiches. CIJE references are not on microfiche since they reference periodicals only. Your nearest library should be consulted for information on how to acquire copies of articles referred to in the CIJE listings.

FOOTNOTES

[1]Paul Taylor, An American-Mexican Frontier, Chaptel Hill, N.C.: University of North Carolina Press, 1934, pp. 9-10.

[2]William McEven, A Survey of the Mexican in Los Angeles. Unpublished Master's Thesis. University of Southern California, p. 10.

[3]Robert Wells, This is Milwaukee, Garden City, New York: Doubleday and Company, Inc., p. 1.

[4]Feminists on Children's Media, "A Feminist Look at Children's Books," Issues in Children's Book Selection, New York: R. R. Bowler Co., p. 110.

[5]Anthony Downs, Racism in America: And How to Combat It, Washington, D.C.: The United States Commission on Civil Rights. Clearinghouse Publications, Urban Series No. 1, January 1970, p.

[6]Michigan Department of Education, Guidelines for Eliminating and Preventing Sexism, Lansing, Michigan: Michigan Department of Education, 1976.

[7]Adopted from a study of the committee on the Status of Minorities, University of Wisconsin-Green Bay, 1974, p. III-7.

[8]Ibid., p. III-7.

[9]James Banks, "A Content Analysis of the Black Americans in Textbooks," Social Education, (December 1969), pp. 954-57, 963.

[10]Council on Interracial Books for Children, Racism in Career Education Materials: How to Detect It and How to Counteract Its Effects in the Classroom, New York: Racism and Sexism Resource Center for Educators, 1975, p. 8.

[11]Ibid., p. 8.

[12]Council on Interracial Books, Sexism and Racism in Popular Basal Readers, 1965-1976, New York: Racism and Sexism Resource Center for Educators, p. 34.

[13]Women on Words and Images, Dick and Jane as Victims: Sex Stereotyping in Children's Readers, Princeton, N.Y.: Women on Words and Images, revised 1976.

[14]Buford Steffine, "Run, Mama, Run: Women Workers in Elementary Readers," Vocational Guidance Quarterly, (December 1969), pp. 98-102.

[15]National Education Association, NEA Educ-pak on Sex Role Stereotyping, Washington, D.C.: National Education Association, 1974.

[16]Steffine, p. 98-102.

[17]Women on Words and Images, p. 12.

[18]Marsha Federbush, "The Sex Problems of School Math Books," And Jill Came Tumbling After: Sexism in American Education. New York: Dell, pp. 178-184.

[19]Council on Interracial Books, 1976, p. 34-35.

[20]Ibid., p. 34.

APPENDIX A

Content and User Codes

A) Bibliography
B) Teachers
C) Curriculum
D) Classroom
E) Textbooks
F) Checklists
G) Evaluation Instruments
H) Evaluation Criteria
I) Self-Evaluation Instruments
J) Elementary Level
K) Secondary Level
L) Primary Level
M) Preschool
N) K-12
O) Parents
P) Students
Q) School Boards
R) Administrators
S) Administration
T) Counselors
U) Guidance and Counseling
V) Social Studies
W) History Textbooks
X) Civics Books
Y) Instructional Materials
Z) Readers
a) Children's Books
b) English Literature
c) Vocational Education
d) Libraries/Librarians
e) Multimedia Materials
f) Blacks
g) Mexican Americans
h) American Indians
i) Oriental Americans
j) Puerto Rican
k) Ethnic Groups
l) Multiracial Groups
m) Community Groups
n) Migrants
o) Poor
p) Multicultural Education
q) Multiracial Education
r) Ethnic Studies Programs
s) Bilingual/Bicultural Education
t) Research
u) Federal Laws and Regulations
v) State Laws and Regulations
w) ESEA Title VII
x) Schools

y) School Change

z) Socialization

aa) Inservice

bb) Teacher Preparation

cc) Educational Testing

dd) Developmental

ee) Language

ff) Employment

gg) Hidden Agendas

hh) Goals and Objectives

APPENDIX B

(1) A, C, J, K, V, Y, e, f, 1

Banks, James A. Teaching the Black Experience: Methods and Materials. Belmont CA.: Lear Siegler, Inc./Feavon Publishers. 1970. 90 pp.

This book discusses the need for intergroup education and organizing, and planning instruction to meet this need. Instructional materials covered include an anthropological approach to early West Africa; an historical inquiry into slavery; the civil war and reconstruction; how to study the reconstruction period through the use of a similation game; and what has happened since the reconstruction period. Each chapter contains numerous references. The final chapter consists of an annotated listing of resources for teaching the Black experience.

(2) E, H, r

Banks, James A. "Teaching For Ethnic Literacy: A Comparative Approach." Social Education, December 1973, Vol. 37, No. 8.

Identifying ethnicity as an integral and salient part of the American social order, the author contends that a sophisticated understanding of our society cannot be grasped unless the separate ethnic communities that constitute American society are more closely analyzed. Most of the ethnic studies programs now in existence in public schools are parochial in scope, fragmented, and structured without careful planning and clear rationales. Banks offers an expanded definition of ethnicity, reviews recent developments in ethnic studies programs, presents criteria for selecting ethnic minority content, and lays out teaching strategies and materials.

(3) A, B, D, f, g, h, i, j, t

Banks, James A. Teaching Ethnic Studies: Concepts and Strategies. Washington, D.C.: National Council for the Social Studies 43rd Yearbook. 1973. 297 pp.

Consists of three parts. The first contains five essays discussing racism, cultural pluralism, and social justice. The second contains five essays on teaching about ethnic minority cultures, each written by a member of the minority discussed. These groups are the Asian-Americans, Blacks, Chicanos, Native Americans, and Puerto Ricans. These essays present new conceptual frameworks for studying ethnic groups, analyzing American society, and dealing with the historical and sociological problems of minority groups. The third part of the book includes two essays on teaching about white ethnic groups and women's rights. Each essay contains good documentation and excellent resource bibliographies. This is a good primer to Bank's Teaching Strategies for Ethnic Studies (#4) which elaborates on the essays in this yearbook.

(4) A, B, C, D, J, K, l, p, q, r, t, hh

Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, Inc., 1975. 502 pp.

The basic assumption of this book is that American society has reached a point in its development where multi-ethnic approaches to the teaching of ethnic studies are not only appropriate but essential. Ethnic studies should not only deal with Native American and Mexican American studies but also with such topics as why the Irish immigrants in colonial America, the Italian immigrants in the 1880s, and the Filipino immigrants in the 1920s

experienced rejection, hostility, and psychological shock upon arrival in America. Part I discusses the problem of goals in ethnic studies, key concepts for ethnic studies programs, and practical ways to organize ethnic studies lessons and units. Part II consists of a chapter on each major American ethnic group, with each chapter containing: (1) a chronology of key events; (2) a historical overview of the group discussed; (3) illustrative key concepts and teaching strategies; (4) an annotated bibliography for teachers; and (5) an annotated bibliography for elementary and secondary school students.

(5) A, B, D, O, p, q

Bidol, Patricia A.; Stunard, E. Arthur; and Williams, Benjamin (eds.) Learning Activities in Multi-Cultural/Multi-Racial Education. Evanston, Illinois: National College of Education, the Institute for Program Development in Equal Educational Opportunity. August 1973.

Presents seven learning modules designed to meet the needs of educators who had participated in a multi-racial action awareness training project. The focus of each module is the curriculum, which is defined as the medium which conveys by overt or covert means the attitudes, beliefs, values, norms, and behaviors of the social system in which we live. The purpose of each module is to act as a model for a multi-cultural/multi-racial unit to be used in the classroom. Each module contains a planning guide for parent, student and educator interaction in the development of a multi-cultural/multi-racial curriculum and a bibliography geared toward each module.

(6) A, a, h

Byler, Mary Gloyne. American Indian Authors for Young Readers. A Selected Bibliography. New York: Association on American Indian Affairs. 1973. 26 pp.

A member of the Eastern Board of Cherokee Indians of North Carolina, the author designed this bibliography to give young readers a chance to discover how Native Americans see themselves as opposed to how non-Indian authors portray them. The selections are aimed at offsetting negative images of Native Americans and to dispell the common flaw of portraying Native Americans as either noble superhumans or barbarous subhumans. An introduction explores the negative stereotypes presented in most popular books and discusses the effects of negative stereotypes on perceptions. A small annotation accompanies each reference. A list of publishers is also provided.

(7) A, l, o, t

Cameron, Colin (comp.). Attitudes of the Poor and Attitudes Toward the Poor: An Annotated Bibliography. Madison: Institute for Research on Poverty. 1975. 182 pp.

This bibliography is an attempt to bring together appropriate citations from books, journals, dissertations and newspaper reports since 1965. The topics covered include attitudes of the poor (with 15 subtopical areas); attitudes toward the poor (with 14 subtopical areas); changing attitudes; measuring attitudes and gauging public opinion about the poor; survey research centers; pools and public opinion centers; and services. This is an excellent source on stereotype formation; research and research methodology; and where to go to get a wide variety of data on the poor regardless of minority group membership.

(8) A, B, C, e, l, p

Conte, Joseph M. and Grimes, George H. Media and the Culturally Different Learner. Washington, D.C.: National Educational Association, Division of Educational Technology and Project URBAN. 1969. 47 pp.

Discusses the effective use of educational media with urban socio-economically disadvantaged. The first chapter deals with the learning characteristics of the culturally different, including descriptive characteristics of poor children, lifestyles, self-concept, environment, sensitizing the student, and teacher expectation and acceptance of students. Chapter two looks at media and instruction of the culturally different with sections on selection and utilization of media to provide information and change attitudes, and teacher-student preparation for media usage. Although somewhat dated, a useful three-part bibliography is included which covers sources in the text, general aspects of the culturally different learner, and general instructional approaches for the culturally different learner.

(9) A, C, E, H, W, h

Costo, Rupert (ed.) Textbooks and the American Indian. San Francisco: American Indian Historical Society. 1970. 262 pp.

Presents an analysis of the American Indian's role in U.S. history as presented in over 300 textbooks used nationally in the public schools. The content analysis was done by 32 Indian scholars, native historians, and Indian students. Not one of the texts were approved as presenting an accurate picture. The criteria on which the textbooks were judged include: the presentation of the history of American Indians; the explanation of the "discovery" of America;

the accuracy of the data; the degree to which the culture and lifeways of American Indians correspond to the facts; the contributions of Indians to the Nation; the degree to which Indian culture is described as a dynamic rather than static process; the economic, social and political position of Indians in the U.S.; the religious and philosophical contributions of Indians; and the description of Indians in the world of today. The texts covered American and world history and geography, state and regional history, and government and citizenship. A sampling of readers is provided, as are classic examples of criticisms of these texts. A commentary on curriculum and how Indians have been systematically misrepresented at all grade levels and a short bibliography conclude this book.

(10) A, D, N, V, Z

Dearmin, Evalyn M. (comp.). Kaleidoscope: A Directory of Resource Materials For Ethnic Education, K-12. University of Nevada, Reno: Research and Educational Planning Center, College of Education. 1974. 144 pp.

This directory covers six instructional categories: social studies/history; reading; bilingual/dialect education; music; art; and mathematics. Each category contains subsections for curriculum guides, publications, and audiovisual materials, with these subsections discussing Black, Hispanic, Native American, and Oriental American ethnic groups. In addition to containing a comprehensive search of the literature, this directory classifies each entry according to the grade level use. Some items are also cross-referenced. This publication is highly recommended.

(11) l, q, u

Downs, Anthony. Racism in America: And How to Combat It. Washington, D.C.: The United States Commission on Civil Rights. Clearinghouse Publications, Urban Series No. 1. January 1970. 43 pp.

Although not containing a large amount of data, this publication presents a good introduction to the topic of racism. Defining "racism" as any attitude, action, or institution structure which subordinates a person or group because of color, this publication discusses the need to understand racism, its significance, its definition, the historical dominance of overt racism, the invisibility of institutional subordination, the economic and political benefits from racism, and basic strategies for combatting racism.

(12) B, D, K, P, f, g, h, i

Dunn, Lynn P. Black Americans: A Study Guide and Sourcebook. Chicanos: A Study Guide and Sourcebook. American Indians: A Study Guide and Sourcebook. Asian Americans: A Study Guide and Sourcebook. San Francisco: R and E Research Associates. 1975.

These four separate publications provide teachers and students with a look at the historical development of four ethnic groups in this country. Each publication discusses the issues of ethnic identity, ethnic conflict, and whether integration or separate nationalism is the solution for each group's particular problems. A study outline related to these issues is provided as well as resource lists and notes for further discussion. A small bibliography is included in each publication. Although no grade level is specified, this set is probably best used at the secondary level.

(13) B, C, D, Q, S, s

Epstein, Erwin H. and Pizzillo, Joseph J. A Human Relations Guide For Teachers, Linguistic Minorities in the Classroom. Revised Edition. Madison: Wisconsin Department of Public Instruction. June 1973. 96 pp.

Designed particularly to provide teachers with resources that enable them to deal with the issues of human relations education. It is designed primarily for the practicing teacher and the preservice candidate, but may also be useful to administrators, supervisors and school board members. Information on language arts and social studies is provided along with learning strategies applicable to all types of subject materials.

(14) F, G, H, P, p

Evaluation Guidelines for Multicultural/Multiracial Education. Arlington, Virginia: National Study of School Evaluation. 1973. 55 pp.

Designed for voluntary use by schools regardless of the ethnic, racial and socioeconomic mix of their students. These guidelines are designed to direct the attention of the school to those aspects of its program and operation that shape the developing attitudes of its students toward the various cultures that coexist in this country. The guidelines are designed for use as self evaluation or external evaluation systems. Working definitions of racial, ethnic and cultural groups, basic assumptions found in multicultural/multiethnic education, and checklists for evaluating everything from the school and community setting to central office administrative practices and education programs, constitute the main sections of this report. The evaluation checklists are comprehensive and well designed and may be used as presented or as

models for development of localized checklists. This publication is highly recommended for anyone dealing with the evaluation aspect of these and other types of investigations of school programs.

(15) G, c, g, m

Fernandez, Ricardo R. Survey of Vocational Education Needs of Migrants in Wisconsin. Milwaukee: University of Wisconsin-Extension, Center for Community Leadership Development; Wisconsin Board of Vocational, Technical and Adult Education. March 1975. 119 pp.

Looks at the vocational education needs of the migrant laborers in Wisconsin. A total of 405 eligible interviews were analyzed. Included is a profile of the background characteristics of this state's migrant workers, the work and transportation patterns, degree of use of selected social services available to migrants, and health problems found among these workers. The main section looks at the vocational training background, interest in vocational training, and vocational programs preferred by the migrant laborers. Data is presented in tabular form.

(16) A, E, J, K, W, b, e, f

Grambs, Jean Desden and Carr, John C. (eds.). Black Image: Education Cases with Color. Dubuque, Iowa: Wm. C. Brown Company. 1972. 195 pp.

Contains nine essays and two bibliographies, all of which address themselves to the images of blacks as portrayed in textbooks and other books used by children in preschool through grade twelve. The major premise is that, since education is not a neutral activity, neither are its tools. Values are implicit in all literary and graphic materials. The essays discuss such topics as the writer versus the censor; historical realities and philosophies regarding

blacks; ways in which instructional materials, both elementary and secondary, convey the realities of American society; history, government and sociology texts being used in secondary schools; materials about black history produced by school personnel; the role of blacks in literature anthologies; how children's literature can be used to improve racial understanding; and the future of textbook contents. The bibliographies contain references for children from ages four to sixteen as well as listings of research and commentaries on the subjects of textbooks and other literary media.

(17) A, D, 1, q

Haller, Elizabeth S. (comp.). American Diversity. Harrisburg, Pennsylvania: Pennsylvania Department of Education. 1973. 237 pp.

Compiled to assist school personnel in locating resources on Afro-Americans, American Indians, Jewish Americans, Mexican-Americans, Oriental Americans, Pennsylvania Germans, Puerto Ricans, and other Americans. Each ethnic group constitutes a unit and within each unit the resources are listed under the following major categories: social interpretation, history, biography, arts (art, drama, music, literature), fiction, guides, teaching units, biographies, and audiovisual materials. Each entry is annotated and rated for grade level use (preschool through teacher reference). This is a comprehensive and useful document for the classroom teacher and is highly recommended.

(18) B, C, F, G, Q, S, m, x

Halverson, Claire B. Checking Your Schools for Cultural Pluralism. Evanston: National College of Education, Center for Program Development in Equal Educational Opportunity. n.d. 38 pp.

Consists of an evaluation instrument designed to assist parents, students, school board members, and educators to identify specific factors in local school buildings which work to maintain the oppression of racial/ethnic minorities. These factors are thought to be institutional and/or programmatic and can be intentional or unintentional. A look at racism and its manifestations in schools, and at cultural pluralism and how it appears in the schools, is presented along with the checklist. In addition to the directions, a set of suggestions is presented regarding the use of information not covered by the checklist. The areas assessed by this checklist include curriculum, facilities and finances, student services, parent-school relations, policies and practices, contracting and hiring, and power and decision-making.

(19) C, F

Herman, Judith (ed.). The Schools and Group Identity: Educating for A New Pluralism. New York: Institute on Pluralism and Group Identity. 1974.

This publication looks at the growing attitude change from the "melting pot" concept to the concept of "cultural pluralism." A review of the social processes which led to a change in this concept is presented. The author contends that the first important change in this concept was brought about by the loss of real purchasing powers for blue collar workers. The concept of ethnic identity is

discussed as is the relationship between schools and cultural variation. Specific strategies and approaches to ethnic studies curriculum development are offered as is a checklist for individual involvement in ethnic studies.

(20) B, D, G, Q, R, r

Holmes, Archie L.; Hadfield, Donald L.; and Jones, Walter L. A Handbook to Assist Local Boards of Education, School Administrators, Inter-Cultural Education Advisory Committees, in the Development of Quality Inter-Cultural Education. St. Paul: State Department of Education, Division of Planning and Development, Equal Educational Opportunity Section. Spring 1973. 142 pp.

This handbook is designed to give school personnel and local boards a step-by-step method of designing and implementing a quality inter-cultural education program in the local district. The needs for such a program are defined, objectives and goals identified, and implementation and evaluation procedures which may be followed by the local district are presented. Components for building local interest and direction in intercultural educational programs, designing and using evaluation tools, and assessing local needs are also included in this publication.

(21) B, O, l, s, t

Inequality in Education. Bilingual/Bicultural Education. Cambridge: Howard University Center for Law and Education. February 1975. 59 pp.

This edition contains articles which introduce bilingual/bicultural education. The articles indicate that neither legislation nor court orders, correctly or incorrectly interpreted, can bring about effective change in this field on their own. A concerted

effort by parents and teachers is also needed. Articles cover historical perspectives of the programs, alternatives to segregation and bilingual education, reports on bilingual programs already in operation, and notes and commentaries.

(22) h, s, t

Indian Voices: The First Convocation of American Indian Scholars. San Francisco: The Indian Historian Press. 1970.

This book contains the proceedings of the first of two convocations held by Indian scholars, professional people, artists and traditional historians. American Indian philosophy, the implications of the 1964 Civil Rights Act on tribal autonomy, innovations in Indian education, reviews and evaluations of Native American Studies programs, and the urban scene and the American Indian are some of the topics discussed. The importance of this book as well as that produced during the second convocation (#31) is that the opinions expressed are those of American Indians on American Indian matters. This presents teachers with a good chance to learn what the Indians identify as their educational needs and to compare these needs with those of other ethnic groups.

(23) A, f, t

Johnson, Willa D. and Green, Thomas L. Perspectives on Afro-American Women. Washington, D.C.: Educational-Community Counselors Associates, Inc. 1975. 197 pp.

These articles were prepared for a conference on Black women at Louisville, Kentucky in March 1974. The topics included Black women in literature, education, behavioral and social sciences;

comparisons of economic pressures, family planning and the pressures for social change in the lifestyles of Black women in Lesotho, South Africa, and the U.S.; alternatives for positive self-development; an examination of the influence of stereotypes on the Black woman's attitude toward "traditional" sex roles and whether that response differs from a white female's response; reasons for differences in the academic self-concept and academic achievement of Black females; and techniques for teaching about Black families on a predominantly white campus. Each article contains a bibliography.

(24) C, D, E, G, H

Kroske, Akinsanya, S. and Gudinas, R. A. Breaking Through Barriers in Words and Pictures. Madison, Wisconsin: Madison Public Schools. Department of Human Relations. 1974. 143 pp.*

Looks at ethnocentrism and sexism in instructional materials. It reviews the areas of formal evaluation of texts and other classroom materials, focusing on work already done in this area, procedures used, conclusions drawn, and criteria on which continued evaluation of instructional materials is based. A review of the images presented in curricular materials from a Black, Native American, Latino, and woman's perspective is presented. Instruments evaluating ethnocentrism and sexism were designed from these studies. These instruments are included and are recommended for use as they are or as instrument design models. This publication is an excellent example of what can be done at the local district level to address racism and sexism in instructional materials.

*Also found in the section on Sexism.

(25) H, L, a, f

Latimer, Bettye I. (ed.). Starting Out Right: Choosing Books About Black People for Young Children. Madison: Wisconsin Department of Public Instruction, Office of Equal Educational Opportunity. 1972. 95 pp.

This publication is the product of six individuals interested in assessing the status of books which include Black characters for children in pre-K through grade 3. It was found that Black characters were stereotyped into mostly negative images, being traditionally portrayed in servant or maid, janitor, slapstick comedian or villian roles. Blacks also appeared in peripheral roles or had little or no significance to the story. This book assesses how the experiences and images of Black people are conveyed to younger children through literature. Each book is annotated including recommendations for its use (or non-use).

(26) B, h, t

Levine, Stuart and Lurie, Nancy O. (eds.). The American Indian Today. Baltimore: Penguin Books, Inc. 1972. 352 pp.

Designed to assist the reader in understanding contemporary American Indians by illustrating how American Indians really live compared to the popular misconceptions held by most non-Indian Americans. These misconceptions include: Indians are vanishing; Indians are all alike; and all Indians live on reservations. General topics affecting all Indians such as the survival of Indian identity, culture and the Indian community, nationalistic trends among Indians, and pan-Indianism are discussed using seven specific case studies to illustrate the points raised in the opening sections. This is a good book to

use for classroom presentations since it offers general overviews and specific examples under one cover.

(27) A, g, t

Meier, Matt S. and Rivera, Feliciano. A Bibliography for Chicano History. San Francisco: R and E Research Associates. 1972. 96 pp.

Designed for the beginning student in Chicano history, it provides a selective list of items useful to understanding each of the major historical periods from the origins of the Mexican-Americans to their present day struggles for justice. Included in the citations are: books; federal, state, and some local governmental publications; periodical articles; pamphlets; and Master's theses and Doctoral dissertations. The topical divisions which supplement the chronological arrangement include: labor and immigration; civil rights; and Chicano culture.

(28) E, G, H, J, V, f, g, h

Minorities In Textbooks. Madison: Wisconsin Department of Public Instruction, Office of Equal Educational Opportunity. August 1973. 30 pp.

This publication is a compilation of several previously published works that have been collected to assist in the evaluation of textbooks for their treatment of racial and ethnic minorities. The five sections present a general review of evaluation criteria; a set of criteria for evaluating early elementary social studies textbooks; guidelines for evaluating social studies textbooks in relation to their treatment of Black Americans; general criteria for evaluating textbooks from the American Indian viewpoint; and the image problem

of the Mexican-Americans. This publication is a good collection of textbook evaluation articles and can be helpful for defining or designing criteria to be used in the classroom as well.

(29) A, G, u

National Education Association. Combating Discrimination in the Schools: Legal Remedies and Guidelines. Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education. 1973. 32 pp.*

Looks at both racial and sexual discrimination since they are similar in nature even though their manifestations differ in content and degree. An outline of Federal laws and regulations prohibiting discrimination in educational institutions and programs is presented. An appendix contains a series of questions to determine the degree of racial and sexual discrimination as well as a listing of publications and organizations which may be helpful in combatting discrimination.

*Also found in the section on Sexism.

(30) G, h, hh

The Native American Today. A Report on the Second Convocation of Indian Scholars. San Francisco: Indian Historian Press. 1971.

Although discussing more than education, this book includes three chapters of interest to educators. One chapter deals with goals and perspectives of the American Indian in education, another with education and the American Indian, and a third with curriculum development. These chapters are significant because the goals, perspectives and curriculum development needs are identified by Native Americans in terms of their relevancy for Native Americans. An interesting comparison

between what is being taught Indians in all levels of education and what these Indians see as relevant to their lives is also presented.

(31) b, g, t

Robinson, Cecil. With the Ears of Strangers: The Mexicans In American Literature. Tuscon: The University of Arizona Press. 1963. 338 pp.

Presents an interesting look at Mexicans in American literature. Covered are early historical journals of missionaries, soldiers, politicians and explorers as well as later popular novels and historical accounts. The continuity between the negative stereotypes presented by the early North American travelers (e.g., Mexicans are dirty, lazy, barbarous, lecherous, etc.) and the later images presented in novels and histories is discussed. The social and cultural backgrounds of the North Americans writing these reports is also presented. The reader, therefore, is shown not only what is written about the Mexicans, and how it contrasts with "reality," but also the effects of the writers' cultural background on the perceptions of the Mexicans they encounter. This book is not recommended for classroom use but is for anyone interested in studying the origins of the negative stereotypes associated with Mexican-Americans and how these stereotypes can be perpetuated for so long.

(32) A, B, C, D, l, p, q

Roots of America: A Multiethnic Curriculum Resource Guide for 7th, 8th, and 9th Grade School Studies Teachers. New Jersey Education Association/National Education Association, Ethnic Heritage Projects. 1975. 189 pp.

This guide was designed by task forces composed of educators, students, parents, and representatives of the eight ethnic groups discussed in each unit. These ethnic groups include Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, Polish Americans, and Puerto Ricans. This guide explores the need for ethnic studies and presents a basic ethnic studies bibliography to assist teachers with classroom planning. Each ethnic group has its own chapter which discusses that group's history, problems and experiences in the United States. Each chapter includes possible in-class discussion questions and a resource bibliography. This publication is highly recommended.

(33) k, l, p, s

Stent, Madelon D.; Hazard, W. R.; and Rivlin, H. M. (eds.). Cultural Pluralism in Education: A Mandate for Change. New York: Appleton-Century-Crofts. 1973.

Contains the papers presented at the Conference on Education and Teacher Education for Cultural Pluralism, Chicago, 1971. Among the topics addressed were ethnic studies, bilingual education, and the development of teaching materials for cultural pluralism. These essays urge schools and communities to emphasize cultural diversity rather than the melting pot concept so children of all cultural and ethnic backgrounds can take pride in their individuality. "Cultural diversity" subsumes race as only one component, thereby including white ethnic cultures (Poles, Germans, Norwegians, etc.) in its discussions.

(34) A, l, s, t, u, v, w

U. S. Commission on Civil Rights. A Better Chance to Learn: Bilingual-Bicultural Education. U. S. Commission on Civil Rights Clearinghouse Publication No. 51. May 1975. 254 pp.

This report states that since language minority individuals have suffered the brunt of social, economic, and political discrimination, they tend to occupy the lower end of the socioeconomic scale. Research indicates that lower socioeconomic groups tend to achieve less academic success in American schools because the curricula are generally designed for middle-class children. Beyond this socioeconomic incompatibility with the monolingual curriculum, the cultural and linguistic differences increase the incompatability. Since the acquisition of a second language depends not only on exposure and practice but also on the attitudes of the group towards itself and other groups, and towards its own and other languages, the imposition of the English language upon minority children has had a strong adverse effect on the second language learning process within a totally monolingual environment. The Commission concludes that bilingual-bicultural education is the instructional program which currently offers the best vehicle for large numbers of language minority students who experience language difficulty in the schools. A set of attachments include the Title VII Bilingual Education Programs bills, the Lau v. Nichols court decision, examples of state legislation of bilingual-bicultural programs, and an extensive bibliography.

(35) f, g, h, i, j, t

Webster, Staten W. Ethnic Minority Groups: Knowing and Understanding the Socially Disadvantaged. Scranton: Intext Educational Publishers. 1972. 481 pp.

Consisting of five major parts, this book contains articles and interviews which present demographic, cultural, historical, and psychological information on various minority groups in the U. S. Each part is designed to present a broad but humanistic picture of each minority. Part I discusses Black Americans and their self-social concepts, humor, and language, and motivation to achieve among other topics. Part II discusses Mexican-Americans and the changing marriage roles due to the acculturation of the wives, migration and social attitudes, and the adjustment of adolescents. Part III contains one article on the Puerto Ricans and Part IV discusses American Indians. A look at Indian affairs from an Indian's point of view, reservations and tribal customs, and the changing identity of the Indians as Indian and American cultures merge are included. Part V discusses the Chinese and Japanese Americans with a look at the Japanese American family and community, marriage and the family among Chinese immigrants, and life in a Relocation Center.

(36) A, B, D, K, P, Y, a, l, p, q, t, x, hh

Weinberg, Meyer (comp.). The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Chicago: Integrated Education Associates. 1970. 530 pp.

The primary emphasis of this book is the Black school child, with lesser stress on Mexican Americans, Puerto Rican and American Indian children. Some attention is also given to Oriental, poor white, Jewish, and European immigrant children. Some articles are from the colonial era, but most cover the last 70 years of the literature. The categories of entries include: history; children;

problems and change; the Black woman; the American scene; Spanish-Americans; Indian Americans; poor whites; other ethnic groups; school organization; teacher in the classroom; educational deprivation; Afro-American studies; innovative approaches; colleges; student movements; law and government; school and work; social conditions; strategy and tactics; community; church; general; and world scene. In addition, 250 reference bibliographies are listed as well as the addresses of over 500 periodicals used for the main section of this book. This extensive bibliography is highly recommended as the starting point of any research dealing with the education of the minority child.

(37) A, B, C, D, 1

With Liberty and Justice for All. Indianapolis: Indiana Department of Public Instruction. Division of Equal Educational Opportunity. 1975. 59 pp.

Designed to do three things: (1) list materials that deal with the historical, educational, legal, sociological and emotional issues surrounding desegregation; (2) list materials suitable for use by classroom teachers who are presently teaching, or planning to teach, in a desegregated classroom or in a situation where the makeup of the class differs culturally or ethnically from their own background; (3) list materials to acquaint the teachers with some aspect of the history, lifestyles, values, culture and parlance of the students.

APPENDIX C

(38) G, U

Ahrons, Constance R. "A Study of Social and Vocational Roles: High School Counselor's Career Images of Women." Guidelines for Pupil Services, Winter 1974-75, Vol. 13, No. 1. Madison: Wisconsin Department of Public Instruction, Pupil Services Section.

Reports the author's study of high school counselor's perceptions of women's roles. The perceptions are based on a 25% sample of currently listed counselors in Wisconsin. The instrument was the questionnaire booklet of Career Concept Differential consisting of twelve pages of semantic differential measurement and two pages of personal data. The difference in perceptions of male and female roles showed up as more clustering between male concept than between female concepts, and more similarity between the "careerwoman" concept and male concepts than between "careerwoman" and female concepts. Caution is advised about the use of this data since it is based on a 25% non-random sample.

(39) E, G, R

American Association of School Administrators. Sex Equality in Educational Materials. AASA Executive Handbook Series #4. Arlington, VA. n.d., 18 pp.

The first in a series of three publications (cf. #42,43) designed to intensify an awareness in the administrator of certain problems. This series outlines current administrative practices that could frustrate full development of human resources and deny equal educational opportunity, identifies remedies to correct these conditions, and suggests administrative action appropriate for their eradication. This first publication looks specifically at sex stereotyping in textbooks and how to eliminate it. Several studies on textbook

materials are reviewed and suggestions as to what can be done to eliminate role stereotyping are offered. In addition, a list of guidelines to check whether textbooks meet non-sexist standards is also presented. This series is a good general introduction for school administrators.

(40) C, D, R

American Association of School Administrators. Sex Equality in School. AASA Executive Handbook Series, #5. April 1975. 25 pp.

The second of the series (cf. #41,43), this publication deals with organizational procedures in the schools which tend to channel girls and boys into different programs. Evidence is presented that common classroom procedures could block the fulfillment of individual female students' achievement needs, especially at the elementary level. A discussion of student/family life styles includes stereotypes, where they come from, and what they do. Academic and vocational study programs are reviewed as are extracurricular activities, physical education, and athletics. A concluding section looks at the school district climate and presents a list of questions designed to alert the administrator to various issues and practices which may be in operation and could be discriminatory.

(41) A, R, ff

American Association of School Administrators. Sex Equality in Educational Administration. AASA Executive Handbook Series, #7. June 1975. 23 pp.

The third in the series (cf. #41,42), this booklet deals with the roles of women and men in educational administration. The AASA's policy

statements toward full development of human resources and equal educational opportunities are quoted. In addition, a background listing of female employment facts in educational administration are presented along with a step-by-step self-evaluation program which contains suggestions for instituting change. A good bibliography is also part of this publication.

(42) A, t, z

Astin, Helen S., Parelman, Allison and Fisher, Anne. Sex Roles: A Research Bibliography. Washington, D.C.: Center for Human Services. 1975. 362 pp.

This annotated bibliography presents a "state of the art" approach to the literature on sex role stereotyping. It includes highlights of the types and directions of research being performed. Each abstract presents the research purpose, original hypothesis, theoretical orientation, study sample(s), methodology (including measures used), findings and conclusions. As many academic disciplines as possible are represented. The research is categorized into: (1) descriptive studies of measured or observed sex differences in personality characteristics, cognitive functioning, etc.; (2) studies on the origin of sex differences and development of sex roles; (3) studies concerning the manifestation of sex roles--how they are expressed within the social structure, and what various roles of men and women are in such settings, as the world of work, the family, and educational institutions; (4) overviews and historical accounts of the relative status of the sexes in the U.S. and in other cultures and nations; (5) general reviews and theoretical position

papers on the process of socialization and development of sex roles as well as methodological issues and concerns on sex roles.

(43) E, J, K, M, b, e

Baker and Taylor (publisher). MEDIACENTER. Special Issue on Women. Vol. 1, No. 1. May 1975.

This issue is aimed at providing librarians and educators with current information about materials available on women for high school English literature classes; and images of males and females in elementary school textbooks. An introductory article illustrates the issues being raised by women interested in women's place in history, and women's images in books being used by boys and girls in the public school systems. A recommended list of print and non-print materials relating to women is included. Each entry is briefly annotated and indicates grade level usage. A non-sexist preschool child development program is presented along with Weitzman and Rizzo's statistical analysis of "Images of Males and Females in Elementary School Textbooks." A good look at women in high school English literature is provided by Froschel and Arlow.

(44) A, B, J, K, O, b, d

Boulder, Colorado AAUW. Books With Options: An Annotated Bibliography of Non-Stereotyping Books for Children and Young People. Boulder, Colorado: American Association of University Women. 1975. 41 pp.

This bibliography is for parents, librarians, and teachers who want books free of stereotyping. The books reviewed portray people, parents and children in what is called "a positive light," with the

characters expressing feelings and pursuing options different from those of the stereotypes. Women as mothers and men as workers are not excluded since these, too, are options, but they must be presented from "a positive viewpoint." Since there is no discussion on what constitutes a "stereotype" and how this group measures the degree of negativeness and positiveness of each stereotype, caution should be exercised when using this bibliography. The books cited are classified as picture books, beginning readers, elementary grades--fiction and non-fiction, and young adult--fiction and non-fiction.

(45) ee

Burr, Elizabeth; Dunn, Susan and Farquhar, Norma. "Women and the Language of Inequality." Social Education, December 1972, Vol. 36, No. 8, pp. 841-845.

Explores the use of masculine terms commonly believed to include or refer to females as well as males. The authors define language as not merely a means of communication but also an expression of shared assumptions. Consequently, they contend that this practice cannot fail to suggest to young readers that females are a substandard or deviant form of being. A close look is taken at male-oriented material; mother's baby but father's heir; women as luggage; neutral occupational terminology; and terms to be avoided.

(46) A, B, T, U

Cook, Barbara and Stone, Beverley. Counseling Women. Guidance Monograph Series. Series VII: Special Topics in Counseling. Boston: Houghton Mifflin Company. 1973. 114 pp.

Discusses counseling women regardless of contemporary sex roles. A

history of the Women's Movement and current appraisals of the feminist movement are presented. Role learning processes are explored and applied to the vocational development of female students. The authors' main contention is that the traditional roles women are taught are no longer adequate and therefore counselors and educators must not only sensitize themselves to these inevitable role changes, but must also actively assist in bringing them about. To accomplish this the roles of counselor and educator are analyzed and recommendations for building new educational environments to facilitate equality of opportunities are offered. An annotated bibliography of suggested readings is included.

(47) G, J, K, Y, b, hh

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, D.C.: Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education. 1974.

Begins with the premise that the images provided by children's books, textbooks, and other mass media carry important messages about the way children are expected to view the world. It is noted that all too often these images are unreal, and the diversity of ethnic and cultural heritage is omitted. Included are supplemental instructional materials designed to assist children to explore and understand the ways that sex role stereotypes have defined and limited male and female roles. Exercises deal with elementary and secondary levels and deal with the analysis of history and contemporary events, surveys of the media, and readings in literature. Learner objectives and concepts are presented for each of the three lessons: the first

explores sex role stereotypes; the second attempts to clarify and understand the meaning of sex role stereotypes; and the third applies the learnings to one's life and future.

(48) A, D, G, H

Emma Willard Task Force on Education. Sexism in Education. Minneapolis: Emma Willard Task Force on Education. Third edition. 1972. 87 pp.

This Task Force is a group of independent women commonly interested in the socialization or education of children since they believe that these processes are major contributors to sexism. The series of information or consciousness raising essays written by the various members and taken from various media sources discuss the plight of women under a sexist social system. Some criteria for evaluating materials is given, alternatives to sexist language offered, a self-awareness test of historical facts related to the women's movement and a women's liberation mini-course are also included. Along with a list of literary works by women is a comprehensive bibliography the Task Force identifies as representing the issues, both positive and negative, in the fight against sexism. All materials included in this publication are thought by the Task Force to be readily usable in the classroom.

(49) H, a

Feminists on Children's Literature. "A Feminist Look at Children's Books." School Library Journal, January 1971. Vol. 96, No. 2, pp. 19-24.

Looks at whether books for children present a sexist portrait of females. A "sexist portrait" is one in which girls and women are

assigned only traditional female roles and responsibilities. Three book lists were consulted: Notable Books of 1969 (American Library Association), the Child Study Association's annual recommendations for that year, and the Newberry Award winners. The books reviewed were divided into several categories: "sexist books"; "cop-outs"; "positive images"; and, "especially for girls." Several examples of the female images portrayed in books from these lists are presented in each of the categories.

(50) B, aa

Frazier, N. and Sadker, M. Sexism in School and Society. New York: Harper and Row. 1973.

One of a series of publications designed to inform teachers about various interest groups and the issues they represent. Specifically, Sexism deals with the failure of schools to offer equal opportunity to girls and women. This book could provide a useful text for inservice courses for teachers who need to become conscious of their roles in the socialization of girls and boys in their classrooms. If used in this capacity, it should be combined with other publications to present a broader and more comprehensive resource base.

(51) J, Q, V

Gillespie, Patricia. "Boy Things, Girl Things...Do They Have To Be That Way?" Instructor, November 1973. Vol. 83, No. 3. pp. 62-66.

Outlines the steps necessary for a local school board to conduct a survey of sex role stereotyping in elementary social studies texts. Step one is to raise awareness of the problems, step two looks for substitutes to fill the gaps. A list of resource units including

objectives, activities, books and films, is presented to carry out these steps. Steps are divided into primary, intermediate, and upper level elementary programs, with the latter applicable for junior high school programs as well.

(52) A, C, E, e

Haller, Elizabeth S. (comp.). Images of Women. A Bibliography of Feminist Resources for Pennsylvania Schools. Harrisburg: Pennsylvania Department of Education. November 1973.

This bibliography is compiled to assist school personnel in Pennsylvania to eliminate sexism in the schools. Included are sections on biography, careers and the working world, fiction, history, literature and the arts, and psychological/sociological interpretation. There are two reference sections. The first contains resources, bibliographies, and periodic materials on sex stereotyping in textbooks, library, and curriculum materials. The second contains a non-print media section listing films, filmstrips, tapes, records, and other audiovisual resources. This is a good multi-media source book.

(53) O, y

Harrison, Barbara Grizzuti. Unlearning the Lie. Sexism in School New York: Liverright. 1973

Recounts the experiences and observations of a parent who participated in a private, interracial, nonsectarian parent-teacher cooperative in Brooklyn, New York as a member of the Sex Roles Committee. This parent describes how one institution reacted to the demand for change. The account discusses what happens when Black and white women work together, how feminist women interacted with feminist men,

and illustrates the types of tensions and conflicts existing between parents and professional staff as they dealt with the demand for change.

(54) C, D, E, G, H

Kroske-Akinsanya, S. and Gudinas, R. A. Breaking Through Barriers in Words and Pictures. Madison, Wisconsin: Madison Public Schools, Department of Human Relations. 1974. 143 pp.*

Looks at ethnocentrism and sexism in instructional materials. It reviews the areas of formal evaluation of texts and other classroom materials, focusing on work already done in this area, procedures used, conclusions drawn, and criteria on which continued evaluation of instructional materials is based. A review of the images presented in curricular materials from a Black, Native American, Latino, and woman's perspective is presented. Instruments evaluating ethnocentrism and sexism were designed from these studies. These instruments are included and are recommended for use as they are or as instrument design models. This publication is an excellent example of what can be done at the local district level to address racism and sexism in instructional materials.

*Also found in the section on Racism.

(55) A, t, dd

Maccoby, Eleanor E. (ed.). The Development of Sex Differences. Stanford: Stanford University Press. 1966.

Includes articles dealing with all facets of the topic of differences between the sexes in behavior other than specifically sexual behavior. These articles focus on how sex differences in temperment and ability

develop in young children. Topics discussed include sex hormones in the development of sex differences, sex differences in intellectual functioning, a social learning view of sex differences, sex differences and cultural institutions. A two-part bibliography is included, the first annotated, the second a series of summaries classifying the findings of the authors cited in the bibliography. These summaries are grouped according to such personality characteristics as "dependency," "cognitive styles," "problem solving," "nurturance and affiliation," "conformity and suggestibility," and "anxiety."

(56) A, E, K, X

MacLeod, Jennifer S. and Silverman, Sandra T. 'You Won't Do': What Textbooks on U. S. Government Teach High School Girls. Pittsburgh, Pennsylvania: KNOW, INC. 1973.

Concerned about the possible damaging effects of the treatment of women in high school textbooks on U. S. government, the authors analyzed eight currently popular textbooks used in senior high schools. These analyses illustrate that out of 1,136 listings of individuals in the indexes, only 33 were women; from 70 to 88 percent of the illustrations showed men only; 17 of 25 vignettes in one textbook were about men; the use of exclusively male terminology was frequent in all texts; nearly 33 percent of the cartoons derogated women; and the amount of space devoted to the 19th Amendment was nominal at best, with one text not mentioning it once. The authors stress that these and other examples found in text books on U.S. government reinforce the idea that, for the high school girl, her destiny cannot or should not include political or governmental

leadership. Recommendations include what can be done until non-sexist textbooks are available. An excellent section, "Sexism in Textbooks: An Annotated Source List of 150+ Studies and Remedies," provides a list of studies, remedies, conferences/courses, dictionaries, films/slide shows/skits, and guidelines for teachers.

(57) G, K, U

Mezzano, Joseph. "Counselor Response to Male and Female Clients With Conforming and Non-Conforming Career Goals in Professional and Technical Areas." Guidelines for Pupil Services, May 1973, Vol. 11, No. 3. Madison: Wisconsin Department of Public Instruction. Pupil Services Section.

This study was conducted to determine the extent occupational stereotypes affect the counseling of boys and girls in East Central Wisconsin. High school counselors were tested as to how they responded to female clients with traditionally feminine (conforming) goals rather than to those with traditionally masculine (non-conforming) goals; and how they responded to male clients with traditionally male (conforming) goals than to those with traditionally female (non-conforming) goals. A questionnaire of eight case studies was distributed to 22 female and 38 male counselors. Sexist attitudes regarding career choices of both male and female students were found with less stereotypic attitudes showing up when choices require technical school training rather than professional training.

(58) A, G, u

National Education Association. Combating Discrimination in the Schools: Legal Remedies and Guidelines. Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education. 1973. 32 pp.*

Looks at both sexual and racial discrimination since they are similar in nature even though their manifestations differ in content and degree. An outline of Federal laws and regulations prohibiting discrimination in educational institutions and programs is presented An appendix contains a series of questions to determine the degree of racial and sexual discrimination as well as a listing of publications and organizations which may be helpful in combatting discrimination. *Also found in the section on Racism.

(59) J, K. S, v, ff

Pearson, Jessica. Equal Rights for Women in Education. A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education. Denver: Education Commission of the States. March 1975. 123 pp.

This publication is a product of the Equal Rights for Women in Education Project which set out to collect state-by-state data on laws, executive orders, regulations, guidelines, administrative structures and procedures affecting equal rights for women in education. Each state is listed in alphabetical order with the information falling into eight categories: I. State Labor Laws; II. Fair Employment Practices Legislation; III. State Anti-Discrimination Agencies; IV. Administrative Promulgations Pursuant to State Fair Employment Practices Legislation; V. Other Pending or Passed Legislation; VI. Equal Rights Amendments; VII. Elementary and Secondary Education Policies; VIII. State Commissions on the Status of Women. The Education Commission of the States publishes on a wide range of topics associated with equal rights for women in education.

(60) C, J, K, cc

Phi Delta Kappan, October 1973, Vol. 55, No. 2.

This entire issue is devoted to the topic of sexism and education. Articles discuss sexism and the aspirations of women, sexism in the elementary school, sex stereotyping in the secondary school curriculum, women and educational testing, educational leadership as a male domain, liberating day care and others. This issue is a good introduction to the topic of sexism and education.

(61) A, B, C, D, G, H

Reviewing Curriculum for Sexism. Albany: The University of the State of New York; The State Department of Education, Division of Curriculum Development. 1975. 88 pp.

Outlines the procedures used by the State Education Department in examining some of their own publications for sexism. Examples of positive as well as biased statements along with suggestions on how to change these statements are included. A bibliography and organization list is included for those developing curriculum materials for sexism. The examples used in this publication came primarily from McGraw-Hill's Guidelines for Equal Treatment of the Sexes, with three similar books from Scott, Foresman, Ginn, and Holt, Rinehart and Winston reproduced in the appendix to offer further examples and alternatives.

(62) D, Q, S, U, a, ff

Rothchild, Nina. Sexism in the Schools: A Handbook for Action. 1973. ED 090 108.

Details the experiences of a school board member in a small suburban

school district in Minnesota interested in dealing with sex bias in public schools. Among the topics discussed are athletic budgets, sex stereotyping in children's books, differential expectations in classroom behavior, counseling attitudes and practices, school personnel assignments, and the impact of rigidly defined role stereotypes on boys and girls in public schools. This is a good example of perceptions of a parent/board member but is not a critical analysis of the topics discussed.

(63) E, J, Z, t, x

Saario, Terry N.; Jacklin, Carol Nagy and Tittle, Carol Kehr. "Sex Role Stereotyping in Public Schools." Harvard Educational Review, Vol. 43, No. 3. August 1973, pp. 387-416.

Begins with the contention that schools not only socialize children in a general way but also exert a powerful and limiting influence on the development of sex roles. Schools define specific attitudes, modes of acting, and opportunities appropriate for boys and girls rather than encouraging diversity within broad limits of conduct. The authors believe the very structure of the school portrays males and females in somewhat idealized, rigid, and non-overlapping roles, and since developmental psychologists have noted that role models contribute to the definition of the limits or boundaries of a child's self-expectations, the utility of teaching rigid sex role stereotypes should be seriously questioned. A review of the literature on stereotyping in elementary reading textbooks is presented as well as a statistical analysis of the relationship between male and female behavioral characteristics as portrayed in 268 stories disseminated

by four of the largest textbook companies. The authors call for more flexible and tolerant definitions of sex roles.

(64) B, D, H, J, K, bb

Sadker, David; Sadker, Myra and Simon, Sidney. "Clarifying Sexist Values." Social Education, December 1973, Vol. 37, No. 8.

Presents a variety of value clarification strategies which the authors say can be important elements in teacher preparation programs designed to help teachers confront sexist values. The authors contend that many of these strategies can be used in the classrooms to help elementary and secondary students clarify sexist values.

(65) C, D, gg

Sadker, Myra. "School Against Boys! School Against Girls!" Instructor. March 1973, Vol. 82, No. 7, pp. 92-99.

Looks at sex typing in children's homes, schooling as a sexist activity, school against boys, and school against girls. Sadker concludes that sex stereotyping begun at home is reinforced and refined in the schools by a pervasive hidden curriculum. Boys rebel against this hidden curriculum's demands for quiet and docile behavior while girls are exposed to a slow, subtle and continual erosion of self-respect through the reward system as they shy away from challenging material and are presented in life and books with role models who are subservient and apparently inferior to men.

(66) B, C, E, F, G, P, m, u

Self-Study Guide to Sexism in Schools. Harrisburg, Pennsylvania: Department of Education. 1975.

Concerned with equal educational opportunity and specifically with equal opportunity for girls and women in schools of both basic and higher education across the state and nation. This guide is designed to give school staff, students, and community groups a better understanding of how to eliminate sexism from the schools where they work or study and which they support. Checklists are provided, examples of sexist materials and curriculum practices are illustrated, and an extensive listing and analysis of the Federal laws and regulations concerning sex discrimination in educational institutions is presented in the appendix.

(67) A, C, D, F, I, Z, hh

Sprung, Barbara. Guide to Non-Sexist Early Childhood Education. New York: Women's Action Alliance. 1974. 168 pp.

This guide was developed to free girls and boys of sex role stereotyping and allow them to develop to their fullest potential unhampered by socially imposed restrictions regarding "appropriate" behavior for each sex. Recent psychological and child development theories are reviewed to introduce a discussion of the nature-nurture continuum. A curriculum guide is laid out beginning with consciousness raising exercises aimed at alerting the teacher to the hidden sexist messages found in most current basic readers. Four curriculum units are presented as well as sections on non-sexist materials; how to work with parents; an annotated bibliography of non-sexist children's books; and a bibliography of

non-sexist readings. A non-sexist classroom checklist to be used as a self-evaluation tool is also provided.

(68) B, C, D, E, ff

Stacey, Judith; Bereaud, Susan and Daniels, Joan (eds.) And Jill Came Tumbling After: Sexism in American Education. New York: Dell. 1974. 434 pp.

Looks at the myth that American public schools, since they have been coeducational for over 100 years, treat boys and girls alike. The editors contend that the fact that girls are not treated equally should be no surprise since, as society's official socializing agent, schools both reflect and perpetuate the prevailing social norms. They believe sex role identities are primarily learned and schools play an integral role in this learning process. Institutional, cultural, and psychological varieties of sexism in education are analyzed, with the articles organized to present a developmental approach from early childhood to higher education. In addition, one chapter deals with sex bias in the education profession; a second deals with attempts by feminists to revise curriculum and combat discrimination in education; and a third analyzes the success stories of these revision attempts. This book is an excellent primer to the study of sexism in education because of its extensive coverage of the literature.

(69) C, D, E, J, ff

Today's Education. The Journal of the National Education Association. December 1972, Vol. 61, No. 9, pp. 20-31.

Contains several short but informative articles. "Sexism in the Elementary School" looks at the messages children are getting in

school, the key to dealing with sexism in the classroom, and the outcome of children's awareness of sexism in the books they read. "A Child's-Eye View of Sex Roles" discusses two studies dealing with sex stereotyping conducted on school children in three suburbs. "Feminist Studies" looks at the best way to present a feminist curriculum. "Do Teachers Sell Girls Short?" shows how schools reinforce traditional sex roles, looks at the male-dominated authority structure in textbooks of all levels of education, and discusses what educators can do to challenge and correct the effects of sex role socialization in schools. "New Legal Remedies for Women" deals with the atmosphere in which women educators of all levels find themselves; sex discrimination legislation including the Equal Employment Opportunity Act of 1972; and the underutilization of women by all educational institutions.

(70) W, k, w

Trecker, Janice Law. "Women in U. S. History High School Textbooks." Social Education. March 1971, Vol. 35, No. 3, pp. 249-261, 338.

This article charges that most American history texts omit many women of importance while minimizing the legal, social, and cultural disabilities which they faced through American history. Women tend to be depicted in passive roles with their lives being determined primarily by economic and political trends. Women are rarely shown fighting for anything while the victories they do win are represented as having been "given" to them. The treatment of women is analyzed in six historical periods: revolutionary and early federal periods; sections on rights and reforms; neglected areas;

civil war period; the two world wars; and intellectual and cultural achievements.

(71) A, B, R, T, U, e, u, v

Verheyden-Hilliard, Mary Ellen. The Project on Sex Equality in Guidance Opportunities. Resources for Counselors, Teachers and Administrators. Washington, D.C.: American Personnel and Guidance Association. Sex Equality in Guidance Opportunities Project. September 1974.

Consists of six separate categories of items including bibliographies/resources, counseling, curriculum, girls and women, sports, and the law. These items form a multi-media kit which is based on the premise that sexism is pervasive throughout society. This is a good presentation of information and addresses problems found in different segments of U. S. society.

(72) A, T, U, e, ff

Wolleat, Patricia and Pedro, Joan Daniels. An Annotated List of Resources for Counselors to Use In Promoting the Development of Girls and Women. Madison: Wisconsin Department of Public Instruction, Office of Equal Educational Opportunities. Revised September, 1975. 21 pp.

This bibliography is designed to do four things: to provide a bibliography of relevant fundamental readings for school counselors in both the general areas of psychology of women and sex role stereotyping and the specific area of counseling girls and women; to categorize materials for use with students by type of media; to put counselors in touch with additional and continuing sources of information and materials; and to recommend some non-biased career information sources that may be used by students themselves. Each entry records the author, title, and where the publication or article may be obtained, cost if any, and a short annotation detailing the contents of the entry.

APPENDIX D

MINORITY ROLE STEREOTYPING - ERIC Documents

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Additional Comments from the Task Force on Social Sciences Textbooks, Grades Five Through Eight. California State Department of Education, Sacramento. Bureau of Textbooks. 39p. December 1971 ED066382

Antonovsky, Auron and Lorwin, Lewis L., Eds. Discrimination and Low Incomes; Social and Economic Discrimination Against Minority Groups In Relation to Low Incomes in New York State. New York State Committee for Human Rights, New York. 379p. 1959 ED022796

Baker, Jean M. Bicultural Socialization Project: A Group Process Approach to Bilingual Instruction -- Title VII. Final Report, 1970-71. Arizona University, Tucson. Center for Early Childhood Education. 107p. August 1971 ED057973

Banks, James A. and Joyce, William W., Eds. Teaching Social Studies to Culturally Different Children. 401p. 1971 ED056936

Baty, Roger M. Education for Cultural Awareness. Bulletin Series in School Desegregation. California University, Riverside. Western Regional School Desegregation Project. 33p. June 1971 ED056153

Bell, Carolyn L. The Pre-School Child's Image of the American Indian. NATAM. Minnesota University, Minneapolis. 48p. May 1971 ED051914

Berry, Brewton The Education of the American Indians, A Survey of the Literature. Ohio State University, Columbus. Research Foundation. 176p. December 1968 ED026545

Bortin, Barbara H. Milwaukee Bilingual Education Program 1970-71. Evaluation Report. Milwaukee Public Schools, Wisconsin. 105p. June 1971 ED058299

Britton, Gwyneth E. Danger: State Adopted Reading Texts May be Hazardous to Our Future (Racism and Sexism Perpetuated in Reading Series). 36p. July 1974 ED096611

Brochin, Bridget An Acculturation Problem Check List Study of the Bond of Chippewa Indians of the Turtle Mountain Reservation, Belcourt, North Dakota. Master's Thesis Submitted to Indiana University of Pennsylvania, Indiana, Pennsylvania. 161p. August 1969 ED061005

Browne, Juanita M. The Black Woman. Paper Presented at the Annual Meeting of the Association for the Study of Afro-American Life and History (Philadelphia, Pennsylvania, October 1974). 21p. ED104990

Burma, John H., Ed. Mexican-Americans in the United States, A Reader. 487p. 1970 ED062045

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Cavender, Chris C. Suggested Educational Programs for Teachers and Parents of Urban Indian Youth. Minnesota University, Minneapolis. Center for Urban and Regional Affairs. Training Center for Community Programs. 17p. October 1971 ED057969

_____. An Unbalanced Perspective: Two Minnesota Textbooks Examined by an American Indian. Minnesota University, Minneapolis. Training Center for Community Programs. 24p. September 1970 ED045229

Checklist for Selecting and Evaluating U.S. History. National Education Association, Washington, D.C. 14p. 1973 ED097241

Ciampa, Bartholomew J. Degradation: A Case Study Calling for Ethnic Education. 17p. 1974 ED115617

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Costo, Rupert, Ed. Textbooks and the American Indian. 269p. 1970 ED040812

Davenport, Lawrence and Petty, Reginald Minorities and Career Education. 123p. January 1973 ED073306

De Armond, Louis and others Intercultural Education Series. Some Perspectives on Inter-America. Bryan Independent School District, Texas. Texas A & M University, College Station. 143p. 1968 ED052099

Dorbin, Arnold The New Life--La Vida Neuva: The Mexican Americans Today. 109p. 1971 ED059814

Dunfee, Maxine Ethnic Modification of the Curriculum. Association for Supervision and Curriculum Development, Washington, D.C. Report of a Conference on Ethnic Modification of the Curriculum, St. Louis, Missouri, November 20-22, 1969. 52p. 1970 ED062469

Edelman, Marshall and others Minorities in America: Pilot Units for a Senior High School Elective Course. Oakland Public Schools, California. 35p. August 1969 ED052998

Eliminating Racial Bias in Instructional Materials: Negotiating for Better Schools Guidelines, Volume 1. Michigan Education Association, East Lansing. 37p. March 1970 ED048285

Endo, Russell Multicultural Education and Asian Americans. 26p. October 1975 ED113277

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Feeley, Dorothy M. Everybody is Somebody. Grade 3. Stoneham Public Schools, Massachusetts 35p. ED053011

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Flores, Juan Modesto A Study of Mexican-American Cultural Characteristics as Perceived by Members of 100 Impoverished Mexican-American Families and Its Educational Implications. Ed.D. Dissertation, University of Houston. 201p. May 1972 ED076271

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Harkins, Arthur M. and Woods, Richard S. Attitudes and Characteristics of Selected Wisconsin Indians. Minnesota University, Minneapolis. Training Center for Community Programs. 89p. July 1969 ED032174

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Holtz, Dolores Chippewa Indians: A Native American Curriculum Unit for the Fifth Grade. NATAM XV. Minnesota University, Minneapolis. 20p. May 1971 ED051918

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